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ABSTRACT

This document contains volume 10 (2000-2001) of St. Petersburg College's (formerly St. Petersburg Junior College) (Florida) Research Brief. Issue 1 addresses performance-based program funding, stating that programs have been established to reward high performing colleges, rather than simply funding according to FTE (full-time equivalent) enrollment. This brief outlines the measures that make up the Performance Based Program Budgeting (PBB). As of 2000, the program is limited to associate degree students, and measures completers, success of graduates, and placements, state university transfers, and partial completers. Issue 2 discusses factors related to high school graduates' readiness to enroll in college-level courses. Issue 3 is an employer survey of 1998-99 St. Petersburg College (SPC) graduates, which reveals that 97% of employers indicated they would hire another SPC graduate, while no employer indicated they would not hire another SPC graduate. Issue 4 is a comparison of faculty adjunct salaries in Florida Community Colleges. This study found that salaries range from a low of $300 per credit hour for an adjunct with an associate's degree, to a high of $642 per credit hour for an adjunct with a doctorate. Finally, Issue 5 compares degrees and certificates with credit FTE earned. Among college-level completions, the associate's degree is awarded most frequently: 58% of degrees awarded at SPJC, and a system total of 67%. (NB)

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Office of Institutional Research
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Susanne Fischer Strickland

Volume 10, Numbers 1-5

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RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 10 NUMBER 1 SEPTEMBER 2000

PERFORMANCE BASED PROGRAM BUDGETING

Operating funds for the Florida public community colleges historically were based on student FTE (full-time equivalent) enrollment. Colleges with high FTE enrollment got more dollars than those with low student FTE enrollment. Recently the Florida Legislature has emphasized college accountability over FTE enrollment in its quest to improve postsecondary education. Although enrollment is still important, new dollars have accumulated through the college's performance with respect to student achievement rather than through increases in student FTE enrollment. Programs have been established to reward high performing colleges with incentive dollars based on student outcomes.

Performance Based Program Budgeting (PBB), one such incentive program, was established in 1996. At its inception, the program focused on three (3) measures awarding colleges points for each type of outcome. These measures are briefly described below.

Measure 1 - Completers:
- A.A. and A. S. degree (1 point)
- Vocational Certificate programs (1/2 point)

Measure 2 - Special Categories: (1 point)
- Remediation (Students were tracked for 5 years. The student was counted if the student enrolled and successfully completed remedial classes during this tracking period.)
- Economically Disadvantaged (Pell recipients, JTPA, etc.)
- Disabled
- Limited English Proficiency (Students were tracked for 5 years and counted there was successful completion.)
- Passed Licensure Exam (if applicable)
- Placed in a job related to the student major

Measure 3 - A.A. Degree Excess Hours (Number of A. A. completers who graduated with fewer than 72 total attempted hours, including college preparatory courses.) (1 point)

Changes in the program measures themselves and the percentage of total available funds attributed to each measure have occurred annually to enhance the effectiveness in rewarding colleges for various types of student outcomes. The system-wide performance measures have been expanded to include some additional measures and/or standards. As of 2000, the program is limited to A. A. degree students only. The funds appropriated by the Legislature ($8,318,834) were distributed based on four measures designed to reward the colleges for outputs, special categories, outcomes and efficiency, plus college preparatory student success. They are described below.

Part I – AA Degree Programs ($7,593,174)

Measure 1 - Completers

Forty percent (40%) of the funds ($3,037,270) was distributed based on the 1998-99 reporting year outputs:
- A. A. degree graduates (1 point)
- The number of dual enrollment credit hours generated divided by sixty (60), the credit hour requirements for the A. A. degree (1 point).

Measure 2 - Success of graduates – Special Categories

Twenty percent (20%) of the funds ($1,518,635) was distributed based on the 1998-99 reporting year special categories:
- Remediation based on College Placement Test results (1 point for each subject area requiring remediation)
- Economically Disadvantaged under federal guidelines (Pell recipients, JTPA, etc.) (1 point)
- Disabled under federal guidelines (1 point)
- Limited English Proficiency (1 point)
- Black Males (1 point).

Measure 3 - Placements, State University Systems Transfers(SUS), and Partial Completers

Thirty percent (30%) of the funds ($2,277,952) was distributed based on the 1998-99 reporting year outcomes:
- A. A. degree completers who were placed in jobs earning at least $10/hour (1 point)
- AA degree completers who transferred to the State University System (1 point)
- Each student who transferred to the State University System with 60 or more hours of college credit
- Each student who transferred to the State University System with 45 to 59 hours of college credit (0.75 point)

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Measure 4 - AA Efficiency (AA graduates who completed their degree with 72 hours or less)

Ten percent (10%) of the funds ($759,317) was distributed based on the number of 1998-99 A. A. degree graduates who completed the degree with 72 credit hours or less.

Part II – College Preparatory Programs ($725,660)

College preparatory performances were distributed based on the number of students passing the highest level college preparatory course in each subject area. Students were tracked for three years (Fall 1995 cohort tracked through Summer 1998). Colleges received one point for students completing reading and writing requirements and two points for mathematics requirements.

In fiscal years 1996-97 and 1997-98, the Legislature allocated $12 million to the PBB incentive fund for system-wide distribution; thereafter, approximately $8 million was allocated. The funds are distributed among the colleges based upon each college's pro-rata share of the measures. Table 1 shows the state-wide allocation of funds through this incentive program since the 1997-98 reporting year. Detailed is the amount allocated for each measure in effect plus the system-wide total of available funds.

TABLE 1

Performance Based Program Budgeting Allocations

Funding Year	Data Year	Measure I Completers	Measure II Special Categories	Measure III Placements, SUS Transfers, Partial Completers	Measure IV AA Efficiency Excess Hrs	College Preparatory Program	System-wide Total Funds
2000-01	1998-99	$3,037,270	$1,518,635	$2,277,952	$759,317	725,660	$8,318,834
1999-00	1997-98	$3,229,613	$1,614,806	$3,229,613	N/A	N/A	$8,074,032
1998-99	1996-97	$5,000,000	$5,000,000	N/A	$2,000,000	N/A	$12,000,000
1997-98	1995-96	$5,000,000	$5,000,000	N/A	$2,000,000	N/A	$12,000,000

Table 2 shows SPJC's earnings in each measure since 1997-98, the total earnings and the College's percent of the statewide available funds earned. As shown in Table 2, the amount of funds earned by SPJC has varied based on the total statewide funds available for distribution and the mix of student outcomes. Except for the 1999-2000 funding year, SPJC's allocation has been about 7% of the total statewide funds.

A comparison of the percentage of funds earned from the original three measures provides some insight into the differences earned each year. The College has earned between 5.9% (funding year 1998-1999) and 7.0% (funding years 1999-2000 and 2000-2001) of the state-wide funds available based on the number of program completers (Measure I). On Measure II (Special Categories of students), SPJC earned between 7.0% (1998-1999) and 7.6% (1997-98). In 1999-2000, the earnings from this measure was 7.5% of the available dollars. The earnings from Measure IV (A.A. Excess Hours) were 10.1% (1997-1998), 8.1% (1998-1999) and 6.9% (2000-2001) of the statewide funds. This measure was not funded in 1999-2000. In the year the College received its smallest percentage of statewide funds, the percentages of dollars earned based on completers and student special categories was consistent with other years. However, funds earned through job placements, State University System transfers and partial completers were only 5.7% of the statewide dollars in 1999-2000 compared to 6.5% of the statewide dollars in 2000-20001.

TABLE 2

SPJC's Performance Based Program Budgeting Earnings

Funding Year	Data Year	Measure I Completers	Measure II Special Categories	Measure III Placements, SUS Transfers, Partial Completers	Measure IV AA Efficiency Excess Hrs	College Preparatory Program	Total Funds Earned by SPJC	Percent of System-wide Allocation
2000-01	1998-99	$211,814	$109,206	$148,095	$52,229	$50,228	$571,392	6.87%
1999-00	1997-98	$225,303	$121,127	$185,425	N/A	N/A	$395,970	4.90%
1998-99	1996-97	$296,199	$350,004	N/A	$162,716	N/A	$808,920	6.74%
1997-98	1995-96	$340,500	$378,661	N/A	$202,076	N/A	$921,238	7.68%

In summary, the program has been beneficial to the College in earning new incentives dollars and has contributed to the improvement of accountability, the collection of quality data and the enhancement of program performance state-wide. How can the College increase its share of state-wide incentive dollars related to A. A. degree students? In order to maintain or increase the number of A. A. degree students, student enrollment must be maintained and/or increased. Students should be encouraged to complete their degree programs. When students with special needs are provided increased opportunities for success, the unique efforts of the College will be recognized and rewarded. Through improved student academic guidance and increased mentoring and tutoring, the number of credit hours attempted by students may be reduced. Finally, when faculty keeps track and maintains contact with students after graduation, the College's ability to survey them and to report on their activities improves.

RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

Volume 10 Number 2 November 2000

FACTORS RELATED TO HIGH SCHOOL GRADUATES READINESS TO ENROLL IN COLLEGE LEVEL COURSES

The purpose of this study is to describe Florida public high school graduates attending St. Petersburg Junior College (SPJC) the next year, and Pinellas County public high school graduates attending Florida public community colleges the next year, with regard to the need for and enrollment in college preparatory courses. Students were grouped on the basis of three criteria: (1) completed the 19 credits required by the State University System, (2) were in the top 20% of their high school class, and (3) met both requirements. The data were selected from a file, developed by the Florida Board of Regents and shared with the Florida Community College System (FCCS), showing high school rank and courses taken in high school for 1997-98 graduates plus the 1998-99 Student Data Base submitted by the colleges. As a rule, the Division of Community Colleges (DCC) does not have any data on high school rank or courses taken, since the FCCS does not have admission standards beyond the requirement of a high school diploma. Colleges do recommend, however, that students planning on attending a community college complete the same 19 credits in high school required by the SUS.

The analyses, based upon an unduplicated list of social security numbers, reduced the original group of graduating students resulting in only 19.88% of the remaining students being classified as belonging to the top 20% of their graduating class statewide. For Pinellas County, this number was 19.94% (Table 1). When the requirement of being in the top 20% was combined with completing the required 19 credits, about 18% of Pinellas County graduates and about 16% of the graduates statewide met the criteria.

Table 1

	With 19 Required Credits		In Top 20% of H. S. Class		19 Credits + In Top 20%	
	Number	Percent	Number	Percent	Number	Percent
Pinellas County Public H. S. Grads	3404	73.20%	927	19.94%	857	18.43%
All Florida High School Graduates	57,586	57.67%	19,855	19.88%	16,160	16.18%

About one third of the 1997-98 Florida public high school graduates enrolled in at least one course in the FCCS. A higher percentage of these students had taken the 19 credits than the class as a whole (63% vs. 58%). While more had taken the required courses, fewer were in the top 20% (16% vs. 20%) and thus, fewer met both requirements (12% vs. 16% of the entire class). This was the pattern followed for Pinellas County graduates enrolled in the FCCS and for Florida public high school graduates enrolled at SPJC. Over 78% of students in both groups had taken the required 19 credits, about 13% were in the top 20% of their high school class, and about 12% met both criteria (Table 2). Thus, students entering the FCCS were more likely to have taken the 19 credits required by the SUS, but less likely to be in the top 20% of their class.

Table 2

	With 19 Required Credits		In Top 20% of H. S. Class		19 Credits + In Top 20%	
	Number	Percent	Number	Percent	Number	Percent
Pinellas County Grads at any Fl. CC	1,408	78.97%	232	13.01%	215	12.06%
Florida Public H.S. Grads at SPJC	1,385	78.29%	227	12.83%	210	11.87%
Florida H. S. Grads at any Fl CC	21,344	63.09%	5,345	15.80%	4,133	12.22%

Placement test scores of the students enrolled in Florida Public Community Colleges were obtained from the 1998-99 Student Data Base files. Students with all sections of the CPT, SAT or ACT were selected to determine readiness to enroll in college level courses. This requirement reduced the number of students in each group; however, the percent of students meeting the various criteria was similar for Pinellas County graduates and SPJC students. More than 78% had the required 19 credits, over 12% were in the top 20% of their class, and over 11% met both criteria.

Students who had sufficiently high scores to place them in college level courses were deemed College Ready. College Ready students were compared to those needing college preparatory courses. About 40% of Pinellas County graduates in the FCCS and SPJC enrollees were classified College Ready (Table 3). Over 96% of the College Ready students in these groups had taken the required 19 credits. However, over 66% of the students needing college preparatory courses from these groups, also, had taken the required 19 credits. While there is a definite advantage of taking the 19 credits, their completion does not guarantee that the student will be College Ready.

Table 3

	Total College Ready		With 19 Required Credits		In Top 20% of H. S. Class		19 Credits + In Top 20%	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pinellas County Grads at any Fl. CC	588	39.78%	565	96.09%	144	24.49%	140	23.81%
Florida Public H.S. Grads at SPJC	633	40.14%	609	96.21%	153	24.17%	149	23.54%
Florida H. S. Grads at any Fl CC	10,277	38.67%	8,499	82.70%	2,925	28.46%	2,541	24.73%

The effect of making high grades in high school courses is apparent by comparing the percentage of students in the top 20% of their class who had all placement scores to that in the College Ready group of students. About 13% of the Pinellas County graduates and SPJC students with all scores were in the top 20% of their class. In comparison, almost 25% of College Ready Pinellas County graduates and SPJC students were in the top 20% of their high school class. Additionally, less than 5% of those in need of a college preparatory course were in the top 20%. Almost all students in the top 20% of their class, also, had the required 19 credits (Table 2).

Students enrolled in college preparatory courses were examined regarding the completion of the 19 credits required by the SUS. While 78% of Pinellas County graduates and SPJC students met this requirement (Table 2), the percentage enrolled in college preparatory courses meeting this requirement varied from a low of 57% in English college preparatory courses to a high of 65% for mathematics courses (Table 4). Grades earned while in high school appeared to substantially impact enrollment of students in college preparatory courses. Enrollment of students who were in the top 20% of their high school class in college preparatory courses varied from a low of about 3% in English and mathematics to a high of about 4% in Reading for SPJC students (5% in Reading for Pinellas County). For students meeting both criteria (that is, having the required 19 credits and being in the top 20% of their class), the percentages enrolled in college preparatory courses were even less. The percentages varied from a low of 2.6% in English to a high of 4.2% in reading for Pinellas County students enrolled in a Florida public community college. The percentages were lower in all subject areas for SPJC students ranging from a low of 2.0% in English to a high of 3.3% in reading.

Table 4

	With 19 Required Credits		In Top 20% of H. S. Class		19 Credits + In Top 20%	
	Number	Percent	Number	Percent	Number	Percent
English Prep Courses						
Pinellas County Grads at any Fl. CC	220	57.44%	12	3.13%	10	2.61%
Florida Public H.S. Grads at SPJC	230	56.93%	11	2.72%	8	1.98%
Florida H. S. Grads at any Fl CC	3,542	45.23%	430	5.49%	209	2.67%
Math Prep Courses						
Pinellas County Grads at any Fl. CC	516	65.48%	26	3.30%	20	2.54%
Florida Public H.S. Grads at SPJC	522	64.84%	27	3.35%	20	2.48%
Florida H. S. Grads at any Fl CC	6,207	51.72%	679	5.66%	392	3.27%
Reading Prep Courses						
Pinellas County Grads at any Fl. CC	291	60.88%	25	5.23%	20	4.18%
Florida Public H.S. Grads at SPJC	297	61.11%	21	4.32%	16	3.29%
Florida H. S. Grads at any Fl CC	4,387	46.86%	617	6.59%	302	3.23%

The purpose of the Dual Credit Program is to provide high achieving high school students the opportunity to earn college credit prior to completing high school. The social security numbers of students graduating in 1997-98 were matched against dual enrollment course records for 1997-98 and 1996-97 to determine those participating in the Dual Credit Program. By the time they had graduated, about 93% of the Pinellas County graduates and SPJC students enrolled in dual credit courses had completed the required 19 credits. Over 27% of these dual enrolled students were in the top 20% of their classes and over 26% met both criteria. Additionally, about 51% of the students meeting both criteria from Pinellas County and those attending SPJC had enrolled in dual credit courses. Based upon this data, the program is serving the more talented high school students.

In conclusion, prior public high school graduates enrolled in SPJC were more likely to have taken the 19 credits required by the SUS than the high school graduating class as a whole. Two fifths of the SPJC enrollees were College Ready. Almost all had completed the 19 required credits. There was a definite advantage of taking the 19 credits, however, their completion does not guarantee that the student will be College Ready. On the other hand, grades earned while in high school appeared to substantially impact the need for college preparatory courses. About one fourth of the College Ready SPJC enrollees were in the top 20% of their high school class. Almost all students in the top 20% had the required 19 credits.

Over three fourths of the SPJC students enrolled in college preparatory courses also had completed the 19 credits. For these students as well as the College Ready students, grades earned in high school appeared to substantially impact enrollment in college preparatory courses. For a copy of the full report, please contact Dr. Susanne Fischer , Director of Institutional Research.

RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 10 NUMBER 3 February 2001

EMPLOYER SURVEY FOR 1998-99 WORKING GRADUATES

Employer satisfaction with St. Petersburg Junior College (SPJC) graduates is a critical component of the strategic planning process at the institution. Accordingly, the Institutional Assessment Group developed an Employer Survey designed to measure employer satisfaction with graduates' preparation for work. Specifically, the purposes of the survey were:

- to attain insight into employer perceptions regarding technical and performance skills of SPJC graduates,
- to gain information to supplement college data for Performance Based Incentive Funding, and
- to identify employers who might be available to participate with the college program activities or to provide opportunities for student training or placement.

Working students who graduated in the 1998-99 reporting year and who completed the Recent Alumni Survey identified the employers who would receive the Employer Survey form by (1) indicating that their work was related to their studies, (2) agreeing that their employer could be contacted, and (3) giving the name and address of the employer. Two hundred eighty businesses were contacted. There were 143 surveys returned for a response rate of 51.0%.

The findings of the Employer Survey of 1998-99 graduates are summarized below:

- Employers indicated high levels of satisfaction with SPJC graduates' technical and performance skills. Eight of the 10 skills received a mean score of 6 or higher on a 7-point scale where 7 equals excellent:

  1) possesses necessary reading skills,
  2) uses written communication skills effectively,
  3) participates as a team player, ,
  4) uses oral communication skills effectively,
  5) chooses ethical courses of action,
  6) works well with individuals from diverse backgrounds,
  7) acquires, interprets and uses information effectively, and
  8) exhibits an appropriate level of responsibility and self-management.

  For these skills, the percentage of employers responding with a rate of 6 or higher ranged between 73.5% and 87.4%.

  The remaining skill areas received a mean score of 5.3 to 5.5. These areas were:

  (1) possesses necessary mathematics skills, and
  (2) possesses effective computer skills

  For these skills, the percentage of employers responding with a rate of 5 or higher ranged between 58.1% and 62.5%.

- Ninety-seven percent (97%) of the employers indicated they would hire another SPJC graduate. No employer indicated they would not hire another SPJC graduate.
- In order for the College to qualify for Performance Based Incentive Funding, its graduates must either be working in a field related to their SPJC degree program or earning $9.00 per hour. The majority of the employers (85.5%) reported that SPJC graduates earned $9.00 or more per hour.
- Fifty percent or more of the employers of 1998-99 graduates expressed an interest in participating in two of the college's activities: 52.4% (75) were interested in providing input about the educational and training needs for their workforce; 51.0% (73) expressed a willingness to assist in job placement of graduates.

Employer responses with respect to technical and performance skills of 1998-99 SPJC graduates were compared to responses of employers who were questioned about 1997-98 SPJC graduates. In the preceding year, 137 of the 287 employers who were surveyed responded for a response rate of 47.7%.

Employers were asked about the performance in the same skill areas each year. Table1 shows each skill and the mean of the responses and the percentage of employers responding 5, 6, or 7 on the 7-point scale. Two skill area has shown improvement and four remained the same as the previous year. The skills that demonstrated a slight improvement in 1998-99 compared to 1997-98 for a rating of 6 or higher were:

- Exhibits an appropriate level of responsibility and self-management (74.2% 1998-99; 72% 1997-98) a difference of 2.2%
- Acquires, interprets and uses information effectively (73.5% 1998-99; 71.6% 1997-98) a difference of 1.9%

Table 1.

1998-99 Employer Responses Compared to 1997-98 Employer Responses

	1997-98					1998-99				
			Employer Rating					Employer Rating		
Competencies and Foundation Skills	N	Mean	5	6	7	N	Mean	5	6	7
Possesses necessary reading skills	137	6.5	6.6%	25.5%	61.3%	143	6.4	9.8%	26.6%	60.8%
Uses written communication skills effectively	137	6.2	13.1%	29.9%	47.4%	143	6.2	15.4%	34.3%	46.2%
Uses oral communiction skills effectively	132	6.0	15.2%	30.3%	43.2%	143	6.1	16.8%	30.8%	41.3%
Possesses effective computer skills (e.g. computing, word proc.)	135	5.6	20.7%	23.7%	25.2%	143	5.3	20.3%	23.8%	34.3%
Possesses necessary mathematics skills	136	5.8	19.1%	36.8%	25.7%	143	5.5	19.1%	36.8%	25.7%
Exhibits an appropriate level of responsibility and self-management	137	5.9	15.3%	28.5%	43.5%	143	6.0	15.4%	29.4%	44.8%
Chooses ethical courses of action	133	6.1	17.3%	28.6%	46.6%	143	6.1	10.5%	36.4%	44.8%
Participates as a team player	134	6.2	11.9%	26.1%	52.2%	143	6.2	9.1%	31.5%	49.7%
Works with individuals from diverse backgrounds	135	6.1	12.6%	25.9%	50.4%	143	6.1	9.8%	34.9%	47.6%
Acquires, interprets and uses information effectively	134	5.9	12.7%	30.6%	41.0%	143	6.0	18.1%	33.6%	39.9%

Improvements are continually being shown for SPJC graduates. Over ninety-six percent (96.0%) of the employers indicated they would hire another 1997-98 SPJC graduate compared to 97.0% of the employers of 1998-99 graduates. Earnings of $9.00 or more decreased slightly for 1998-99 graduates by 5.2 % as compared with the previous year graduates' of (90.7%). In addition, a decrease in employer's willingness to participate in college activities was noticed (see Table 2.).

Table 2.

	1996-97		1997-98	
College Activity	Total Respondents	Willingness to Participate	Total Respondents	Willingness to Participate
Serve on Advisery Committee	103	42.9%	103	30.7%
Placement of student in co-op internship	102	67.6%	102	48.2%
Job placement of graduates	103	70.9%	103	51.0%
Participation in job fairs/other community events	89	48.3%	89	30.1%
Provide input educational/training for their workforce	94	79.8%	94	52.4%

In conclusion, employers have indicated moderate levels of satisfaction with SPJC programs and training for some time. Results indicate that A.S. degree and Postsecondary Vocational Certificate programs are achieving their intended objective of preparing students for work.

If you have any additional questions or comments, please contact Dr. Susanne Fischer via fischers@email.spjc.cc.fl.us or extension 3374.

RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 10 NUMBER 4 MARCH 2001

COMPARISON OF FACULTY ADJUNCT SALARIES IN FLORIDA COMMUNITY COLLEGES

Annually since 1995-96, the Office of Institutional Research has surveyed the twenty-eight (28) Florida Community Colleges to determine adjunct faculty salaries per credit hour for college level credit and college preparatory courses. Adjunct salaries are based on the degree of the adjunct and the number of credits of college level or college preparatory courses taught by the individual at all colleges except Miami Dade and Lake City. At Miami Dade rank is not recognized for salary purposes; at Lake City adjuncts are paid based on class enrollment. Table 1 shows the salary range (from lowest to highest amount) for the system by adjunct degree and year and the five (5) highest ranked colleges in terms of dollars paid per credit hour. In all cases, for all years, St. Petersburg Junior College (SPJC) has ranked among the top five in salaries paid to adjunct faculty. It should be noted that not all colleges hire adjuncts at the A. A. level nor recognize the M.A./M.S. + 30 classification for salary purposes.

TABLE 1

Top Five Florida Community Colleges in Faculty Adjunct Salaries
1995-96 to 2000-01

Adjunct Degree	Year	Salary Range*	Rank Based on Salary				
			1	2	3	4	5
A.A.	00-01	$300-$530	Hillsborough	Santa Fe	Tallahassee	Manatee	St. Petersburg
	99-00	$300-$530	Hillsborough	Santa Fe	Manatee	Tallahassee	St. Petersburg
	98-99	$300-$530	Hillsborough	Santa Fe	St. Petersburg	Tallahassee	Broward
	97-98	$285-$530	Hillsborough	St. Petersburg	Santa Fe	Tallahassee	Valencia
	96-97	$270-$530	Hillsborough	St. Petersburg	Santa Fe	Tallahassee	Chipola
	95-96	$244-$500	Hillsborough	St. Petersburg	Tallahassee	Santa Fe	Chipola
B.A./B.S.	00-01	$276-$600	Miami-Dade	Hillsborough	Indian River	St. Petersburg	Santa Fe
	99-00	$276-$600	Miami-Dade	Hillsborough	St. Petersburg	Santa Fe	Manatee
	98-99	$276-$600	Miami-Dade	Hillsborough	St. Petersburg	Santa Fe	Tallahassee
	97-98	$264-$530	Hillsborough	St. Petersburg	Santa Fe	Tallahassee	Valencia
	96-97	$264-$530	Hillsborough	St. Petersburg	Santa Fe	Tallahassee	Chipola
	95-96	$244-$500	Hillsborough	St. Petersburg	Tallahassee	Santa Fe	Chipola
M.A./M.S.	00-01	$328-$600	Miami-Dade	St. Petersburg	Indian River	Hillsborough	Tallahassee
	99-00	$328-$600	Miami-Dade	St. Petersburg	Hillsborough	Tallahassee	Santa Fe
	98-99	$328-$600	Miami-Dade	St. Petersburg	Hillsborough	Broward	Tallahassee
	97-98	$317-$544	St. Petersburg	Hillsborough	Tallahassee	Broward	Valencia
	96-97	$315-$544	St. Petersburg	Hillsborough	Tallahassee	Palm Beach	Valencia
	95-96	$300-$524	St. Petersburg	Hillsborough	Tallahassee	Broward	Palm Beach
M.A./M.S.+30	00-01	$350-$604	St. Petersburg	Miami-Dade	Hillsborough	Palm Beach	Santa Fe
	99-00	$335-$600	Miami-Dade	St. Petersburg	Hillsborough	Santa Fe	Okaloosa-Walton / Seminole
	98-99	$335-$600	Miami-Dade	Broward	St. Petersburg	Hillsborough	Tallahassee
	97-98	$317-$581	St. Petersburg	Hillsborough	Valencia	Indian River	Santa Fe
	96-97	$317-$581	St. Petersburg	Hillsborough	Palm Beach	Valencia	Broward
	95-96	$300-$559	St. Petersburg	Hillsborough	Broward	Palm Beach	Valencia
Ph.D./Ed.D.	00-01	$375-$642	St. Petersburg	Indian River	Miami-Dade	Tallahassee	Broward
	99-00	$355-$617	St. Petersburg	Miami-Dade	Broward	Tallahassee	Hillsborough / North Florida
	98-99	$355-$617	St. Petersburg	Miami-Dade	Broward	Hillsborough/ North Florida	Tallahassee
	97-98	$344-$617	St. Petersburg	Broward	Hillsborough	Tallahassee	Valencia
	96-97	$320-$617	St. Petersburg	Broward/ Hillsborough	Palm Beach	Tallahassee	Valencia
	95-96	$320-$594	St. Petersburg	Broward	Hillsborough	Tallahassee	Palm Beach

*Salaries lowest to highest for all 28 Florida Community Colleges.

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In 2000-01, SPJC ranked fifth in the A. A. degree category, fourth in the B. A. degree category, second in the M.A./M.S. category, first in the M.A./M.S. + 30 degree and the Ph.D./Ed.D. categories. Note SPJC is the only college using the system of Equated Credit Hours (ECH) for the hiring of faculty. Thus, for the purposes of this comparison 1 ECH = 1 Credit Hour. Table 2 shows the salary amount paid per credit hour in each degree category in 2000-01 by college for all Florida public community colleges.

TABLE 2

Faculty Adjunct Salary Amount Per Credit Hour and Degree in Florida Community Colleges 2000-2001

COLLEGE	ASSOCIATE'S		BACHELOR'S		MASTER'S		MASTER'S + 30		DOCTORATE	
	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Brevard	$375	15	$375	20	$425	17	$425	16	$475	14
Broward	$401	12	$401	16	$451	13	$451	13	$552	5
Central Florida	$375	14	$375	19	$400	20	$400	18	$415	22
Chipola	N/A		$400	17	$400	19	$400	17	$400	24
Daytona Beach	$317	18	$317	25	$393	22	$393	20	$436	17
Edison	N/A		$427	13	$447	14	$471	9	$530	9
Fla. C.C. @ Jax	$462	6	$462	8	$462	12	$462	11	$462	16
Florida Keys	$345	16	$369	21	$396	21	$396	19	$435	18
Gulf Coast	$425	10	$425	14	$425	16	$425	15	$425	21
Hillsborough	$530	1	$530	2	$530	4	$530	3	$530	8
Indian River	$440	8	$510	3	$550	3	N/A		$630	2
Lake City	*		*		*		*		*	
Lake Sumter	$300	19	$348	23	$380	24	$380	22	$410	23
Manatee	$467	4	$467	7	$467	11	$467	10	$467	15
Miami-Dade	N/A		$600	1	$600	1	$600	2	$600	3
North Florida	N/A		$350	22	$400	18	$460	12	$530	7
Okaloosa-Walton	$414	11	$414	15	$474	10	$478	7	$510	12
Palm Beach	$446	7	$446	9	$497	6	$497	4	$549	6
Pasco-Hernando	$432	9	$432	12	$432	15	$432	14	$432	19
Pensacola	N/A		$276	27	$328	27	N/A		$380	26
Polk	$384	13	$384	18	$384	23	$384	21	$384	25
Santa Fe	$490	2	$490	5	$490	7	$490	5	$490	13
Seminole	N/A		$436	11	$474	9	$474	8	$511	11
South Florida	$330	17	$330	24	$350	26	$350	23	$375	27
St. Johns River	N/A		$306	26	$367	25	N/A		$428	20
St. Petersburg	$462	5	$508	4	$566	2	$604	1	$642	1
Tallahassee	$471	3	$471	6	$521	5	N/A		$564	4
Valencia	N/A		$439	10	$479	8	$479	6	$525	10

N/A - Rank not recognized for salary purposes at this college

* Lake City Community College no longer pays adjunct faculty on a per credit hour based on degree held therefore they are not included in the ranking. They pay based on student enrollment at the end of drop/add. 1-6 students receive $100; 7-10 receive $1,000; 11-16 receive $1,150; 17-23 receive $1,350; 24+ receive $1,550.

SPJC Office of Institutional Research
Source: Survey conducted by SPJC
Date: 3/22/01

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RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 10 NUMBER 5 MAY 2001

Comparison of Degrees and Certificates Awarded to Credit FTE Earned

The purpose of this brief is (1) to discuss the college credit degrees and certificates offered at St. Petersburg Junior College in the 1999-2000 reporting year, (2) to compare the number of awards in these programs among the 28 community colleges, and (3) to compare credit FTE earned by the colleges and its relationship to the number of awards.

In 1999-2000 SPJC offered the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Applied Science (A.A.S.) degrees and two certificate programs, the Postsecondary Vocational Certificate (P.S.V.C.) and the Advanced Technical Certificate (A.T.C.).

- The A.A. degree, consisting of 60 credits of lower division courses including a core of general education courses, is the traditional transfer degree that permits students to enroll at the universities to complete baccalaureate studies.
- The primary objective of the A.S. degree was to prepare students for employment rather than university transfer. However, legislation was passed so that beginning Fall 2000 A.S. degree students would be able to transfer this degree as well. To meet this mandate, a differentiation in vocational degrees has been implemented. The A.S. degree requires general education courses from the core of courses taken by A.A. degree students; the A.A.S. degree does not meet that requirement. To date, the community colleges and state universities have articulated five A.S. degrees (Business Administration, Electronics Engineering Technology, Hospitality & Tourism Management, Nursing, and Radiography) as being fully transferable. They are working together to develop additional transferable A.S. degrees. Other A.S/ A.A.S. degree holders may also transfer into the State University System, but their course work will be evaluated on an individual basis.
- The Post Secondary Vocational Certificate, designed to prepare students for entry level employment in a specific area in less than two years, encompasses many of the same vocational courses as the A.A.S/A.S degrees. Credits earned can be applied to the degree program.
- Students completing the vocational degree may earn the Advanced Technical Certificate (A.T.C) in programs of no more than 24 credits that concentrate on a specialized area in the field.

Table 1 shows the 1999-2000 distribution of college-credit degrees and certificates awarded by category (A.A., A.S/A.A.S., A.T.C., and P.S.V.C.) in the 28 community colleges. Among college-level completions, the A.A. degree is the award most frequently bestowed by community colleges; the A.S/A.A.S is next highest. The same is true at SPJC where A.A. degrees represented the majority at 58.3%, followed by A.S. (22.7%), P.S.V. Certificates (18.4%), and finally A.T.C. (0.6%). When comparing SPJC's performance to other colleges in the Florida Community College System, SPJC ranked third (3rd) in the total awards shown; only two community colleges, Miami-Dade (1st) and Valencia (2nd) ranked higher.

Table 1
Florida Community College System Degrees and Certificates
1999-2000

Colleges	AA		AS		ATC		PSVC		Total Graduates	
	Number	Rank	Number	Rank	Number	Rank	Number	Rank	Number	Rank
Brevard	1,318	8	329	13	0		53	15	1,700	8
Broward	1,384	7	697	2	3	4	672	1	2,756	4
Central Florida	540	17	266	15	0		60	13	866	18
Chipola	214	23	44	26	0		22	19	280	24
Daytona Beach	794	12	462	8	0		164	5	1,420	11
Edison	681	14	260	16	0		156	7	1,097	15
Fla. C.C. @ Jax	1,787	3	644	4	0		54	14	2,485	5
Florida Keys	80	28	64	24	0		20	20	164	27
Gulf Coast	403	20	178	20	0		22	19	603	21
Hillsborough	1,145	10	394	10	0		148	8	1,687	9
Indian River	619	16	341	12	16	2	223	4	1,199	13
Lake City	172	26	136	21	0		98	9	406	23
Lake Sumter	176	25	78	23	0		7	24	261	25
Manatee	653	15	232	17	1	5	14	22	900	17
Miami-Dade	2,961	1	1,037	1	0		4	25	4,002	1
North Florida	83	27	15	27	0		11	23	109	28
Okaloosa-Walton	697	13	358	11	0		79	11	1,134	14
Palm Beach	1,457	6	430	9	8	3	41	18	1,936	7
Pasco-Hernando	394	21	210	18	0		87	10	691	19
Pensacola	827	11	481	7	0		47	17	1,355	12
Polk	436	19	193	19	0		52	16	681	20
St. Johns River	343	22	78	23	0		14	22	435	22
St. Petersburg	1,716	4	668	3	17	1	541	2	2,942	3
Santa Fe	1,539	5	531	5	0		148	8	2,218	6
Seminole	533	18	303	14	0		162	6	998	16
South Florida	183	24	57	25	0		16	21	256	26
Tallahassee	1,278	9	114	22	0		65	12	1,457	10
Valencia	2,452	2	500	6	0		278	3	3,230	2
System Total	24,865		9,100		45		3,258		37,268	
Percent of Total	66.72%		24.42%		0.12%		8.74%		100.00%	

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Table 2 shows the total credit FTE earned by colleges in 1999-2000. College Preparatory courses provide remedial instruction and are considered less than college level. However, for FTE purposes they are calculated as credit FTE and, therefore, included in the total. Note that based on credit FTE, SPJC ranks fourth (4th); in total FTE it ranks sixth (6th).

Typically there is a correlation between the course type and award, but students move among course types as necessary to meet the requirements of their degree or certificate. Most of the courses required for an A.A. degree are classified as Advanced and Professional (A&P); while most of the A.S. and A.A.S. courses are Postsecondary Vocational (PSV). These two areas are comprised of college credit courses that are potentially transferable to a university. College credit certificates (P.S.V.C. and A.T.C.) consist of PSV courses only.

In 1999-2000, SPJC ranked sixth (6th) in the number of FTE earned in the A&P category while it ranked fourth (4th) in the number of A.A. degrees awarded. Similarly, the college ranked third (3rd) in the number of A.A.S/A.S degrees awarded and first (1st) or second (2nd) in certificates.

Table 2
Florida Community College System (Total Credit FTE)
1999-2000

Colleges	A&P		PSV		College Prep		Credit FTE		Credit + Non-Credit FTE	
	Number	Rank	Number	Rank	Number	Rank	Number	Rank	Number	Rank
Brevard	3,571.4	10	1,557.4	9	397.3	14	5,526.1	10	6,813.6	11
Broward	7,068.4	3	3,672.6	2	2,013.2	2	12,754.2	3	13,355.2	4
Central Florida	1,778.3	18	541.1	21	252.6	17	2,572.0	20	3,322.0	18
Chipola	625.3	25	185.9	26	61.0	25	872.2	25	1,243.7	25
Daytona Beach	3,226.4	11	1,061.4	12	560.8	10	4,848.6	12	9,847.8	5
Edison	2,758.6	13	1,037.9	13	449.2	12	4,245.7	14	4,372.8	15
Fla. C.C. @ Jax	5,612.7	5	2,513.7	5	794.2	7	8,920.6	5	15,322.2	2
Florida Keys	383.4	28	238.7	25	25.9	28	648.0	27	676.7	28
Gulf Coast	1,628.2	19	864.9	15	205.1	20	2,698.2	18	3,310.6	19
Hillsborough	5,203.0	7	1,776.5	8	1,144.8	4	8,124.3	6	8,604.6	9
Indian River	2,527.8	14	1,862.9	6	223.8	19	4,614.5	13	9,321.4	7
Lake City	553.2	26	358.5	22	90.1	24	1,001.8	24	1,557.3	24
Lake Sumter	784.6	23	303.9	24	98.2	23	1,186.7	23	1,238.8	26
Manatee	2,512.5	15	784.6	16	409.5	13	3,706.6	15	3,827.0	16
Miami-Dade	15,696.1	1	5,603.6	1	4,204.0	1	25,503.7	1	29,596.2	1
North Florida	391.7	27	114.9	27	50.4	27	557.0	28	914.1	27
Okaloosa-Walton	2,058.8	16	778.0	17	176.4	21	3,013.2	17	3,527.4	17
Palm Beach	5,968.2	4	973.5	14	721.3	8	7,663.0	7	8,676.0	8
Pasco-Hernando	1,262.7	22	692.1	19	245.7	18	2,200.5	21	2,480.6	21
Pensacola	3,137.6	12	1,317.0	10	527.6	11	4,982.2	11	6,573.6	13
Polk	1,600.7	20	722.2	18	304.2	16	2,627.1	19	2,957.1	20
St. Johns River	1,387.9	21	352.5	23	103.1	22	1,843.5	22	2,459.4	22
St. Petersburg	5,455.9	6	2,547.4	4	944.6	5	8,947.9	4	9,344.4	6
Santa Fe	4,406.3	8	1,824.0	7	820.6	6	7,050.9	8	7,759.9	10
Seminole	2,017.5	17	1,237.4	11	356.3	15	3,611.2	16	6,754.4	12
South Florida	662.4	24	70.5	28	58.9	26	791.8	26	2,395.5	23
Tallahassee	4,312.7	9	611.3	20	617.8	9	5,541.8	9	5,881.0	14
Valencia	8,296.7	2	2,744.8	3	1,974.1	3	13,015.6	2	13,704.5	3
System Total	94,889.0		36,349.2		17,830.7		149,068.9		185,837.8	

When the number of awards (Table 1) is compared to credit FTE (Table 2), three patterns emerge. Approximately one-third (35.7%) of the colleges ranked the same in credit FTE earned and the number of degrees and certificates awarded. A little less than one third (31.5%) ranked higher in the number of FTE earned than degrees/certificates awarded. The remaining colleges (31.5%) ranked higher in the number of graduates produced then credit FTE earned. SPJC belongs in this group. The college demonstrated a high degree of effectiveness ranking third (3rd) in the number of college-level completions while it ranked fourth (4th) in reported credit FTE.

Summary

Historically, the operating funds for the Florida public community colleges were based on student FTE enrollment. In general, colleges that had higher FTE enrollment received more dollars than institutions that had low student FTE enrollment. However, recently there is more emphasis on student achievement. Incentive programs have been established to reward student outcomes. For example, Performance Based Program Budgeting (PBB) rewards colleges for the number of A.A. graduates; Workforce rewards colleges for graduates in vocational programs and for their in-field placements. Cohort tracking of students with 18 college credits shows that after four years about one-third of SPJC students graduate whether or not college preparatory courses were taken. This means that the college ranks high in terms of funds earned through these programs. For the past four consecutive years, SPJC ranked fourth (4th) or higher in the amount of dollars allocated under the PBB program. (For more information about PBB funding, please refer to Research Brief Volume 10 Number 1.) Under the Workforce program, SPJC increased its ranking in the performance allocation for Associate Science Degrees from fourth (4th) highest in fiscal year 1999-2000 to third (3rd) in 2000-2001 resulting in an increase of 30.2% over the previous year.